

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: Second Grade	
Unit: Community/Country/World	Section: Civics and Government	
MLR Span: Pre-K-2	MLR Content Standard: (A) Rights, Responsibilities, and Participation: Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Identify and practice classroom rights and responsibilities.	Students will: 1. Understand the importance of rules. 2. Know and follow classroom and school rules.	<ol style="list-style-type: none"> a) Generate a list of classroom rules. b) Talk about rules followed in the community and in social situations. c) Talk about rules that everybody has to obey in neighborhoods, on the road, etc. <ol style="list-style-type: none"> 1. Scott Foresman, Unit 1, Lesson 1 2. (Big Book 1) <ol style="list-style-type: none"> a) Post classroom rules for all to see. b) Role-play activities involving following rules vs. not following rules. c) Stop and have students discuss choices. d) Have students create their own sign to represent a rule that we follow. <ul style="list-style-type: none"> • Scott Foresman, p. 15a.

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Content Area: Social Studies		Grade: Second Grade	
Unit: Community/Country/World		Section: Civics and Government	
MLR Span: Pre-K-2		MLR Content Standard: (B) Purposes and Types of Government Students will understand the types and purposes of Government, their evolution, and their relationships with the governed.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities	
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Understand that all nations have governments. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify the ways in which people work together and within the community by obeying rules and laws. 	<ol style="list-style-type: none"> a) Read aloud “In Our Community”, p. 8a. (Poster). b) Write a song/poem titled “The People in Our Neighborhood/Community”. c) Create a poster or web showing good citizenship. d) List community workers and/or find pictures and make a collage. e) List ways that neighbors can help each other. f) Use a newspaper or the Internet to search for a picture of a sign or rule that protects us in our school or community, p 15a. (Leveled Practice for extensions). <ul style="list-style-type: none"> • Scott Foresman, Unit 1, Lesson 1. 	

MSAD #54 Social Studies Curriculum

Content Area: Social Studies		Grade: Second Grade	
Unit: U.S. Constitution		Section: Civics and Government	
MLR Span: Pre-K-2		MLR Content Standard: (C) Fundamental Principles of Government and Constitution Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities	
Students will be able to: 1. Understand that the United States has a constitution	Students will: 2. Have an awareness of the American laws, documents, and responsibilities protecting people’s rights. 3. Discuss and understand current events relating to laws, freedom of choice, etc.	a) Use poem “Our Country Today”, p 148. b) Have students discuss a fair way to solve a problem within the classroom. Come to a consensus on a classroom “law” (the way this problem will always be dealt with). c) Ask students to create a skit or puppet show that has two endings, one of which is fair, the other unfair. Invite students to vote on which is the better solution and then discuss it. d) Tie the activities outlined above to U.S. laws by generating a list of laws of which students are aware. e) Introduce the terms “constitution” and “Bill of Rights”. f) Make a Freedom Book. On the title page write the word “Freedom” , inviting students to use old magazines and cut out pictures depicting what this term means to them. Students will then write one sentence explaining each picture included. g) Make a word web using the new vocabulary words: <i>freedom, law, right, responsibility, constitution.</i>	

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Unit: U.S. Constitution	Section: Civics and Government	
MLR Span: Pre-K-2	MLR Content Standard: (C) Fundamental Principles of Government and Constitution Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
<i>Continued from previous page.</i>	<p>2. Discuss and understand current events relating to laws, freedom of choice, etc.</p>	<p>h) Understand and learn the Pledge of Allegiance of the National Anthem while learning about the origin of our flag.</p> <p>i) Invite the town Mayor to speak to students in the classroom.</p> <p>j) Read aloud text pertaining to this unit.</p> <p>k) Turn the classroom into a “City” or “Town” for the day. Elect a mayor, make rules, role-play, and then debrief.</p> <p>l) Talk about the job of the President. List those things that students know.</p> <p>m) Have students design their own coin. Talk about money having a historical figure on it and discuss how that happened.</p> <ul style="list-style-type: none"> • Scott Foresman, Unit 4, Lessons 1-5. • Use posters accompanying Scott Foresman program, Unit 4. <p>a) Recommended resources:</p> <ul style="list-style-type: none"> • Weekly Reader • Scholastic News • www.scholasticnews.com

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Content Area: Social Studies		Grade: Second Grade	
Unit: Community/Country/World		Section: Civics and Government	
MLR Span: Pre-K-2		MLR Content Standard: (D) International Relations Students will understand the political relationships between the United States and other nations.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities	
Students will be able to: 1. Recognize that there are other nations with different traditions and practices.	Students will: 1. Understand that their community is part of the world. 2. Recognize diversity in communities and appreciate tolerance towards all people.	a) Have students create a visual display representing their community in relationship to their community in relationship to the world in ascending order, i.e. p 36. b) Read a book about life in another community (country, city, state) and Venn diagram the similarities and differences. <ul style="list-style-type: none"> • Scott Foresman, Unit 1, Lessons 5. a) Learn to say simple phrases in other languages, such as ‘hello’, ‘good-bye’, ‘and thank-you’. b) Learn songs in another language. <ul style="list-style-type: none"> • Scott Foresman, Unit 1, Lesson 5, teacher resources p.37, <i>Culture</i>. • List ways that the class could welcome a new student. • Pen Pals from another community or culture • www.epals.com • Invite a speaker to the classroom. • Host Multicultural Day 	

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Content Area: Social Studies	Grade: Second Grade	
Unit: Community/Country/World	Section: Economics	
MLR Span: Pre-K-2	MLR Content Standard: (B) Economic Systems of the United States: Students will understand that economic system of the United States, including its principles, development, and institutions.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Explain the terms consumer and product.	Students will: 1. Distinguish between producer and consumer.	<ol style="list-style-type: none"> a) Take a trip to an Apple Farm/ Dairy Farm/ Ice Cream Plant/ SAPPI/ to watch a product go from start to finish. b) Distinguish between a producer and consumer <ul style="list-style-type: none"> • Scott Foresman, Unit 2, Lesson 3.

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Content Area: Social Studies	Grade: Second Grade	
Unit: Community/Country/World	Section: Economics	
MLR Span: Pre-K-2	MLR Content Standard: (D) International Trade and Global Interdependence: Students will understand the patterns and results of international trade.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Explain where products come from and how to use them.	Students will: 1. Trace the development of a product from natural resources to finished product.	a) Go to the grocery store and talk about where different foods and products come from. Trace/discuss the ways in which products are shipped to the United States. b) Have students look at the label of a shirt to see where it was produced. Locate that country on a map/globe and create a graph. c) Look at a train station or airport and talk about shipping products. d) Read <i>“The Tortilla Factory”</i> , by Gary Paulsen, <i>“From Wheat to Pasta”</i> , by Robert Egan, and <i>“From Tree to Paper”</i> , by Wendy Davis. e) Make a flow chart displaying the step-by-step processes involved in making goods. f) Ask students to record how many rolls of paper towels (or other suggestions) are used in a particular project and create a graph. g) Make paper, cheese, ice cream, cake, pie, etc.

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: Second Grade	
Unit: First Americans	Section: Geography	
MLR Span: Pre-K-2	MLR Content Standard: (A) Skills and Tools: Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions and environments.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Use and construct maps and other visuals to describe geographic location, direction, size, and shape.	Students will: 1. Use, construct, and label First American settlements (Native American & Colonist) historical and political maps correctly.	a) Make a copy of the United States map and shade in the areas where the colonist first settled and where Native Americans lived. b) Make a class map out of play dough, clay, papier-mâché, etc and label. i.e. 13 colonies, Native Americans settlements; include mountains, rivers, and other landforms. <ul style="list-style-type: none"> • Scott Foresman, Unit 5, “Read a history Map” p. 214. • Reference map in Scott Foresman, Big Book 5, p. 20.

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Content Area: Social Studies	Grade: Second Grade	
Unit: First Americans	Section: Geography	
MLR Span: Pre-K-2	MLR Content Standard: (B) Human Interaction with Environments: Students will understand and analyze the relationships among people and their physical environment.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Describe the human and physical characteristics of the immediate environment.	Students will: 1. Describe how weather patterns, natural resources, seasonal patterns, and natural hazards affect activities of settlement patterns.	<ul style="list-style-type: none"> a) “Pack to go to a new land with limited resources”, p. 210a. b) Read aloud poster “Brave Explorers” p. 210a. c) Have children label map of 3 settlements (Jamestown, St. Augustine, Plymouth). Write 2 sentences on back about problems faced in each. Scott Foresman p. 215a Meeting Individual Needs. d) Have the students pick a group of Native Americans or colonist to research and give 1-2 facts about selected group telling weather, natural resources, shelter, etc. e) Write a journal/diary of daily life in early America. <ul style="list-style-type: none"> • Scott Foresman Unit 5, Lesson 2.

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Content Area: Social Studies	Grade: Second Grade	
Unit: Local Map Landforms	Section: Geography	
MLR Span: Pre-K-2	MLR Content Standard: (A) Skills and Tools: Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Use and construct maps and other visuals to describe geographic location, direction, size, and shape.	Students will: 1. Understand and use map symbols and map keys. 2. Use cardinal directions (North, South, East, and West) when using maps and globes. 3. Locate and distinguish physical features (oceans, lakes, river, mountains, plains, valley, island, peninsula) when using maps and globes of Maine and local areas.	a) “Have students make up symbols for school, stores, roads, houses, fields, farms, and as a class construct a community map. b) Make a map of the playground creating symbols for different playground equipment. c) Create a map of the classroom and include at least three symbols to represent classroom items or features. a) Use laminated maps and play map games. “Hot/Cold” “I spy”. a) Use a laminated map and play map games. Scavenger hunt, I spy, hot cold. b) Give the students a laminated flat map of Maine or community and use play dough to make a topographical map. c) Have student write riddles about new vocabulary words. P. 61a. d) Sing song “Mapmaker, Mapmaker” Scott Foresman, Unit 2 p.61. e) Resource: www.sfsocialstudies.com • Scott Foresman, Unit 2, lesson 1.
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MLR Span: Pre-K-2	MLR Content Standard: (A) Skills and Tools: Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
<i>Continued from previous page.</i>	4. Identify the locale of current events on a state/local map.	a) Put pushpins in a State of Maine map showing the location of current events and places children visit.

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MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
<i>Continued from previous page.</i>	3. Understand that their community is part of the world	a) Have the students create a visual display representing their community in relationship to the world in ascending order, (i.e. p. 36). b) Sort photographs of different communities from around the world into the three types of communities. <ul style="list-style-type: none"> • Scott Foresman, Unit 1, Lesson 5.

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: Second Grade	
Unit: First Americans	Section: History	
MLR Span: Pre-K-2	MLR Content Standard: (C) Historical Inquiry, Analysis, and Interpretation Students will learn to evaluate resources material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Use artifacts and documents to gather information about the past.	Students will: 1. Understand and compare traditional life of First Americans in past and present (Native Americans and Colonists).	a) Have students decide which 6 things would be needed to begin life in the colonies. “Pack” a “suitcase” with these items and switch with other students. Scott Foresman activity, Unit 5, p. 210a b) Create a Venn Diagram Comparing Native Americans, Colonists, and present day American. Compare food, clothing, shelter, activities, etc. c) Learn “Old English” words and phrases or study calligraphy lettering and design. d) Take a field trip to Fort Western in Augusta. <ul style="list-style-type: none"> • Scott Foresman Unit 5, Lesson 1 & 2.

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Students will be able to: 1. Use artifacts and documents to gather information about the past.	Students will: 1. Understand and compare traditional life of First Americans in past and present (Native Americans and Colonists).	a) Have students decide upon 6 items that would be needed to begin life in the colonies. “Pack” a “suitcase” with these items and switch with other students. Scott Foresman activity, Unit 5 p. 210a. b) Create a Venn Diagram Comparing Native Americans, Colonists, and present day American. Compare food, clothing, shelter, activities, etc. c) Learn words to songs sung by First Americans. d) Have a person of Native American heritage speak to the class. e) Listen to traditional stories and folk tales. Refer to Scott Foresman, Unit 5, p. 208. f) Create a skit with or without music that tells a story about the past. g) Learn “Old English” words and phrases or study calligraphy lettering and design. h) Create a Colonial Newspaper covering news and lifestyles. i) Take a field trip to Fort Western in Augusta. • Scott Foresman, Unit 5, Lesson 1 & 2.

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MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
<i>Continued from previous page.</i>	2. Identify and explain the purposes of tools, products, and resources commonly used by First Americans.	a) Use common tools and products to create a Weave, pottery, food, drum, tepees, butter, crafts, candles, or games. b) Bring in pictures or artifacts from the past and have students guess their purposes. Have students compare/contrast with products now used for similar purposes. c) Make a hyper studio stack from information gathered during the artifact activity. • Scott Foresman, Big Book 5, Unit 5, Lesson 1.